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ABSTRACT

These are the preliminary findings of a report designed and implemented by the Corporation for Public Broadcasting (CPB) to describe the status of instructional television. The following areas are covered: (1) attitudes toward ITV, (2) usefulness of ITV, (3) facilitation and hindrance, (4) availability of ITV, (5) delivery methods, (6) equipment availability, and (7) use of ITV. Questionnaires were sent to a stratified random sampling of all public school superintendents, principals, and teachers in all school districts with enrollments of 300 or more; the private sector was also represented. General implications suggest that some patterns are beginning to emerge. A major implication apparent even this early is that ITV is being used regularly by 15 million children, about one in three of school age. Detailed analyses of these data will continue in the spring of 1978. (VT)

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School TV Utilization Study

**A Report Prepared for the Annual Conference of
The National Association of Educational Broadcasters**

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Corporation for Public Broadcasting

and

National Center for Education Statistics

**November 14, 1977
Washington, D.C.**

The views expressed in this paper are those of the authors and not necessarily those of NCES or CPB.

Study Reports on Use of Instructional Television

In its 25-year existence, instructional television (ITV) has at times, been the focus of attention in many school districts throughout the United States but at other times it has had little impact. In spite of this periodic interest in and commitment to ITV, the role played nationwide by this medium in classrooms throughout the United States is often unknown.

CPB and NCES Support Study

One function of the Office of Educational Activities at the Corporation for Public Broadcasting (CPB) is to gather information about the uses of non-commercial radio and television in instruction. Another function is to document ITV's successes and failures and to encourage the formulation of policies and practices which yield maximum benefits from these media to learners. The provision of timely and accurate data on the condition of education is also one of the missions of the National Center for Education Statistics (NCES).

After reviewing more than 15 statewide studies conducted by school systems, State Departments of Education and public television licensees, it became apparent to both organizations that it was

impossible to aggregate the findings in order to derive a nationwide perspective. A nationwide study had to be designed and implemented. The study was implemented by CPB and endorsed by the American Association of School Administrators, Association for Educational Communications and Technology, Council of Chief State School Officers, National Association of Elementary School Principals, National Association of Secondary School Principals, National Catholic Educational Association, National Education Association, and the Public Broadcasting Service.

Study Design

The study involved a stratified random sampling of all public school superintendents, principals and classroom teachers in all school districts in the United States with enrollments of 300 or more. It also involved a sample of elementary school teachers and principals and superintendents from Catholic dioceses (representing the private sector). Questionnaires were designed, field tested, modified, re-tested and sent to 933 superintendents, 1,850 principals, 3,700 classroom teachers. After three rounds of follow-up (which included a postcard reminder, mailgram and telephone call) usable responses were received from 899 superintendents (96.4%), 1,648 principals (89.1%) and 3,152 classroom

teachers (85.2%).

Responses were carefully checked manually and by a computer editing process to guarantee accuracy of the data. Westat Research, Inc. assisted in this and the sampling phases of the project.

Preliminary Findings

Detailed analysis of all the findings will require 6 to 12 months. The results of those analyses will be described in a series of publications to be prepared jointly by CPB and NCES. Current space limitations will allow only a few of the most important preliminary findings to be described here. Although the data presented are based on samples, they are not likely to differ by more than a few percentage points from the results which would have been obtained from a complete canvass of all public school districts, schools and teachers (in districts enrolling 300 or more students) and all Catholic dioceses, elementary schools and teachers. Those numbers are estimated to include 12,000 superintendents, 90,000 principals and 2,275,000 teachers. Specific measures of sampling reliability of the estimates will appear in forthcoming reports.

A somewhat broad definition of "ITV" was used throughout

this study. ITV was defined as "any in-school uses of television (either broadcast or recorded) for instructional purposes."

1. Attitudes Toward ITV.

All respondents in each group (i.e. superintendents, principals, teachers) were asked a series of questions which provide an overall picture of current attitudes toward ITV. In one instance, they were asked to agree or disagree with a list of nine statements about ITV. Most agreed with the positive statements and disagreed with the negative statements, thereby exhibiting positive attitudes toward ITV. Distribution of responses was similar for superintendents, principals and teachers. Teacher estimates are shown in Table 1.

2. Usefulness of ITV.

A list of 12 potential uses of ITV was presented and the respondents were asked to rate each as important, unimportant, or neither. Again, there was general agreement among the three types of respondents. Teacher ratings of the uses are shown in Table 2.

3. Facilitators and Hindrances

All respondents (both users and non-users) were provided

Table 1

H. Please indicate your reaction to each of the following statements.

	<u>Agree</u>	<u>Disagree</u>	<u>Neither</u>
a. ITV shows great possibilities for stimulating teacher creativity.	1,207,000	155,000	913,000
b. Teachers, when using instructional television, lose some of their importance in the classroom setting.	182,000	1,436,000	657,000
c. The personal relationship between student and teacher is lost when instructional television is used.	283,000	1,234,000	757,000
d. The development of more instructional television programs is a waste of time.	55,000	1,756,000	464,000
e. Teachers don't make enough use of instructional television.	1,119,000	164,000	991,000
f. The use of instructional television makes any subject matter more interesting.	1,145,000	246,000	883,000
g. Instructional television inspires students to greater curiosity and learning.	1,091,000	128,000	1,056,000
h. Instructional television is all right but I feel it has been over emphasized.	277,000	867,000	1,131,000
i. Children watch enough television at home; they don't need to watch more in school.	226,000	1,173,000	876,000

TEACHER ESTIMATES

Table 2

G.2. Below is a list of uses of ITV. Rate each for its importance.

	<u>Important</u>	<u>Unimportant</u>	<u>Neither</u>
a. To extend the range of experiences available to students.	1,723,000	47,000	505,000
b. To present new materials.	1,694,000	98,000	482,000
c. To provide different approaches for presenting material.	1,870,000	43,000	363,000
d. To reinforce material taught in other lessons.	1,797,000	80,000	398,000
e. To bring new resources and/or persons into the classroom.	1,833,000	79,000	362,000
f. To motivate students' interest in a subject.	1,749,000	85,000	442,000
g. To lighten the teaching load.	539,000	898,000	837,000
h. To allow the teacher to observe the students.	778,000	649,000	847,000
i. To allow teacher and/or students a brief time to relax.	542,000	961,000	771,000
j. To permit individualization of instruction.	1,010,000	403,000	862,000
k. To present subject matter where there is not a special teacher (e.g. music, foreign language).	1,226,000	335,000	713,000
l. To serve as a suitable teaching alternative in emergency situations (e.g. school closings, long-term teacher absences.)	776,000	707,000	793,000

TEACHER ESTIMATES

a list of 12 factors which were considered to facilitate the use of ITV in some cases and hinder its use in others. They were asked to check only those which were the major factors in their own use of ITV. (Some were viewed as facilitators by some teachers and hindrances by others.) Table 3 shows the factors and their estimated frequencies.

4. Availability of ITV

All respondents were asked whether ITV programming is available to them in their classrooms either directly on-air or by videotape or film. It is estimated that ITV programming is available to 1,627,000 in their classrooms.

5. Delivery Methods

Where ITV programming was available, teachers were asked to indicate the delivery method(s) by which it was available. (Since programming is sometimes available from more than one source, the sum of the following teacher estimates will exceed 1,627,000.)

<u>Source</u>	<u>Estimated Number of Teachers</u>
Public TV station(s)	915,000
Cassette/film/videotape	585,000
Commercial TV station(s)	408,000
Cable television	243,000
Closed circuit/ master antenna system	196,000
ITFS	52,000
-----	-----
Don't know	80,000

Table 3

G.1. Check the factors which have been most facilitative to or which have most hindered your use of ITV.

	<u>Facilitators</u>	<u>Hindrances</u>	<u>Both</u>	<u>Neither</u>
a. There (are/are not) programs available which meet my existing curriculum needs.	798,000	859,000	12,000	606,000
b. Broadcast schedules (are/are not) convenient.	476,000	1,036,000	6,000	757,000
c. Equipment (is/is not) available to me and in good repair when needed.	930,000	783,000	3,000	558,000
d. Reception (is/is not) good in my classroom.	834,000	546,000	1,000	895,000
e. There (is/is not) much educational benefit to the students I teach.	965,000	343,000	—	966,000
f. Schedules and guides (are/are not) available early enough for planning.	704,000	683,000	7,000	882,000
g. My school district (does/does not) encourage me to use ITV.	741,000	617,000	3,000	913,000
h. My principal (does/does not) encourage me to use ITV.	782,000	477,000	12,000	1,004,000
i. Students (do/do not) like ITV.	1,077,000	141,000	5,000	1,051,000
j. Parents (do/do not) think ITV is a good idea.	648,000	176,000	10,000	1,441,000
k. Someone from the public TV station or network (does/does not) provide helpful information.	332,000	789,000	5,000	1,149,000
l. Recording rights (are/are not) available for convenient playback of series.	356,000	594,000	8,000	1,317,000

TEACHER ESTIMATES

6. Equipment Availability

It is estimated that TV sets are available to 1,497,000 teachers throughout the country. Approximately 991,000 have only black-and-white sets, 237,000 have only color sets and 269,000 have both black-and-white and color sets. At least 42,000 teachers who have ITV programming available do not have TV sets available to them. Some respondents indicated that they brought their personal TV sets to school for special occasions.

Teachers were asked directly whether there was equipment available in the school to record and/or playback a TV program. It is available to approximately 880,000. This is substantially higher than the number (585,000) earlier reported to have cassette/film/videotape as a major method of reception in their classrooms. Since both of the questions asked something slightly different, it is possible that both estimates are correct--880,000 have videotape equipment available, but only 585,000 view it as a major source of ITV programming.

7. Use of ITV

"Regular use" of ITV was defined as using approximately 75% of all lessons in at least one series. Approximately 727,000 teachers are estimated to use ITV regularly. We estimate that

651,000 could name the series they used and provide additional information about that use.

58.4% of all those using any ITV series reported using two or more series.

The survey instrument asked teachers who use ITV regularly to indicate the number of students with whom they use each series. This did not provide an unduplicated count of students since the same student might watch two or more series with one teacher. Two methods were employed to estimate an unduplicated count. First, if one assumes (a) that the 726,000 teachers who use ITV regularly use it with their entire class (which most do) and (b) that the national pupil-teacher ratio is 20.5:1, then the estimated number of students who watch ITV regularly is about 14,900,000.

The second way in which an unduplicated count of students was estimated was through a parallel student survey which used a subsample of 375 public schools to reach students directly. That study (which was funded in part by the Agency for Instructional Television) found that 35.2% of all the students viewed ITV at least once during the preceding four week period. This converts to approximately 15,400,000 students, an estimate within 2.9% of the estimate derived from the main teacher survey.

Implications

With only the preliminary analyses completed, only general implications can be suggested from the findings of this study. However, some patterns are beginning to emerge. Approximately 30% of all educators have had training in the use of ITV in general or a specific ITV series. Approximately 30% of all teachers use ITV regularly. Slightly more than 30% of all school districts make available in-service workshops on the use of ITV and approximately the same number have someone who has been given responsibility for ITV in the district.

More than 50% of all educators expressed positive attitudes toward ITV, while fewer than 10% view it negatively. There is still a large body of educators (approximately 40%) who have not formed strong opinions about the medium.

If further analyses show that any of the above variables are closely related, recommendations aimed at capitalizing on the positive attitudes and providing additional training might be in order.

A major implication which is apparent even at this early stage is that ITV is being used regularly by 15 million children--approximately one out of three school aged children.

The findings indicate that ITV is available in some class-

rooms where no equipment is available. They also show that almost 30% of the classrooms in this country do not have access to ITV programming. Further breakdowns of these figures by type of school (elementary, secondary, middle-junior high) and further analysis of the relationship between these variables and the extent of use will lead to recommendations on facilities and personnel needed to improve the use of ITV.

Further Analyses

Detailed analyses of these data will continue into the Spring of 1978 when the findings will be released in a series of publications from CPB and NCES. Upon completion of those reports, the data will be made available to other serious researchers who might wish to pursue some questions further.

For the first time in the history of the use of television in school, a comprehensive data base exists which describes the status of instructional television. It is the hope and expectation of the organizations which funded this study that the data will be seen by educators as baseline data and that there will emerge from the study a sense of urgency to continue to develop television for instruction and to monitor the progress made.

* * * * *

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TEACHER ESTIMATES

Table 1
Continued

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g. Instructional television inspires students to greater curiosity and learning.	1,091,000	128,000	1,056,000
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TEACHER ESTIMATES

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TEACHER ESTIMATES

Table 2
Continued

G.1.	<u>Facilitators</u>	<u>Hindrances</u>	<u>Both</u>	<u>Neither</u>
f. Schedules and guides (are/are not) available early enough for planning.	704,000	683,000	7,000	882,000
g. My school district (does/does not) encourage me to use ITV.	741,000	617,000	3,000	913,000
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l. Recording rights (are/are not) available for convenient playback of series.	356,000	594,000	8,000	1,317,000

TEACHER ESTIMATES

Table 3

G.2. Below is a list of uses of TIV. Rate each for its importance.

	<u>Important</u>	<u>Unimportant</u>	<u>Neither</u>
a. To extend the range of experiences available to students.	1,723,000	47,000	505,000
b. To present new materials.	1,694,000	98,000	482,000
c. To provide different approaches for presenting material.	1,870,000	43,000	363,000
d. To reinforce material taught in other lessons.	1,797,000	80,000	398,000
e. To bring new resources and/or persons into the classroom.	1,833,000	79,000	362,000
f. To motivate students' interest in a subject.	1,749,000	85,000	442,000
g. To lighten the teaching load.	539,000	898,000	837,000
h. To allow the teacher to observe the students.	778,000	649,000	847,000

TEACHER ESTIMATES

Table 3
Continued

G.2.	<u>Important</u>	<u>Unimportant</u>	<u>Neither</u>
1. To allow teacher and/or students a brief time to relax.	542,000	961,000	771,000
j. To permit individualization of instruction.	1,010,000	403,000	862,000
k. To present subject matter where there is not a special teacher (e.g. music, foreign language).	1,226,000	335,000	713,000
l. To serve as a suitable teaching alternative in emergency situations (e.g. school closings, long-term teacher absences.)	776,000	707,000	793,000

TEACHER ESTIMATES

Table 4

	<u>Yes</u>	<u>No</u>
Is ITV programming available (either directly on-air or by videotape or film) for you to use with any of your class(es)?	1,627,000	642,000
In your school is there equipment available which can be used to record and/or playback a TV program for presentation at a convenient time?	880,000	715,000
Is there a building ITV coordinator or other person with responsibility for ITV in your building?	789,000	776,000
Are Teacher Guides for ITV distributed in your school?	1,064,000	473,000
Did you use suggestions from the teacher guide in preparing for or following up on the series?	425,000	412,000

TEACHER ESTIMATES

Table 5

B. 2. Which best describes the method(s) of
reception/transmission in your classroom?

From public t.v. stations	915,000
Cassette/film/videotape	585,000
From commercial t.v. stations	408,000
Cable television	243,000
Closed circuit or Master antenna system	196,000
ITFS	52,000
-----	-----
Don't Know	80,000

TEACHER ESTIMATES

Table 6

B. 3. What kinds of TV sets do you have available
to you to use with your class(es)?

Black and white only	991,000
Color only	237,000
Both B/W and Color	269,000
None	42,000
-----	-----
No Answer	87,000

TEACHER ESTIMATES

Table 7

B. 8. ITV can be used in a variety of groupings.
Which describe(s) the arrangements you use?

Entire class views program without other class(es)	1,074,000
Class views program with other class(es)	414,000
Small group(s) from the class view program	232,000
Individual students assigned to view pgm.	84,000
-----	-----
Never use ITV	312,000

TEACHER ESTIMATES

Table 8

C. 1. For which types of students do you
feel ITV is most useful?

Below average academic ability	125,000
Average academic ability	118,000
Above average academic ability	80,000
Equally useful for all types	1,200,000
Not very useful for any type	32,000

TEACHER ESTIMATES

Table 9

C. 2. Indicate whether you use any ITV series during the 76-77 school year regardless of whether on-air, on film or videotape.

Past week	403,000
Past month	193,000
Past year	349,000
Used ITV but not in past year	330,000
Never used ITV	309,000

TEACHER ESTIMATES

Table 10

C. 3. How many different ITV series do you use regularly (i.e. approximately 75% of all lessons in the series)?

1	302,000
2	186,000
3	122,000
4	42,000
5 or more	74,000

TEACHER ESTIMATES

Table 11

C. 6. What are the subjects for which you
regularly use ITV this school year?

Language Arts other than reading	337,000
Social Sciences	328,000
Science	264,000
Reading	255,000
Math	151,000
Career/Vocational Education	91,000
Music	89,000
Art	89,000
Physical Education/Health Ed.	87,000
Special Education	34,000
Foreign Language	18,000
Home Economics	7,000
Industrial Education	5,000

TEACHER ESTIMATES

Table 12

How long did you spend discussing (or otherwise preparing for/
following up on) lessons in the series in class?

Before Viewing

After Viewing

145,000	None	35,000
218,000	1 - 5 minutes	128,000
162,000	6 - 10 minutes	185,000
75,000	11 - 15 minutes	129,000
118,000	More than 15 minutes	237,000

TEACHER ESTIMATES

Table 13

E. 5. Indicate how the ITV Teacher Guides are distributed.

Individual copies provided to all teachers	522,000
Individual copies provided only to those who request them	440,000
Multiple copies available at central school location	248,000
Each teacher buys his/her own copy	25,000

TEACHER ESTIMATES